



Tyler Museum of Art's Lesson:

Heriberto Castillo Orta, *Incense Burner with San Rafael*

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Lesson Plan: Heriberto Castillo Orta, *Incense Burner with San Rafael*



Heriberto Castillo Orta, *Incense Burner with San Rafael*, 1999-2000, Clay, Gesso, Wire, Acrylic Paint, 4 x 12¾, Tyler Museum of Art, Barrio de San Martin, Izucar de Matamoros, Puebla, Mexico.

<https://tylermuseum.pastperfectonline.com/Webobject/79825662-FFB7-4F23-B00C-268596260219>

Culture: Mexico

Subject: Fine Art, Folk Art, Art History

Collection: Tyler Museum of Art's Boeckman Collection

Grades: High School

Topics: Artistic Practices, Art History, Critical Thinking, International Art

Art Vocabulary

Activity Vocabulary:

Incense Burner:

- One that burns incense specifically: a vessel (as a stationary vase) for holding burning incense — compare censer.

San Rafael:

- An archangel who is known to be the protector of Earth and Nature. Also known for guiding the youth.

Elements of Design¹

Line

- A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length.
- Lines often define the edges of a form.
- Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
- They lead your eye around the composition and can communicate information through their character and direction.

Shapes:

- Have two dimensions—height and width—and are usually defined by lines.

Forms:

- Exist in three dimensions, with height, width, and depth.

Space:

- Real space is three-dimensional.
- Space in a work of art refers to a feeling of depth or three dimensions.
- It can also refer to the artist's use of the area within the picture plane.
- The area around the primary objects in a work of art is known as negative space, while the space occupied by the primary objects is known as positive space.

Color:

- Light reflected off objects.
- Color has three main characteristics:

¹ The elements of art (education at the getty). Accessed April 28, 2022.
https://www.getty.edu/education/for_teachers/building_lessons/elements.html.

- Hue: red, green, blue, etc.
- Value: How light or dark it is
- Intensity: how bright or dull it is
- Colors can be described as warm (red, yellow) or cool (blue, gray), depending on which end of the color spectrum they fall.

Texture:

- In a two-dimensional work of art, texture gives a visual sense of how an object depicted would feel in real life if touched: hard, soft, rough, smooth, hairy, leathery, sharp, etc. In three-dimensional works, artists use actual texture to add a tactile quality to the work.

Principles of Design²

Rhythm/ Pattern:

- Created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

Movement:

- The path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

Balance:

- The distribution of the visual weight of objects, colors, texture, and space.
- If the design was a scale, these elements should be balanced to make a design feel stable.
- In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

Proportion:

- The feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

Variety:

- The use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

Emphasis:

² "Principles of Design - Getty." Accessed April 29, 2022.
https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf.

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- The part of the design that catches the viewer's attention. Usually, the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

Unity:

- The feeling of harmony between all parts of the work of art, which creates a sense of completeness.

Bibliography: Resources for Vocabulary and Lesson Plan

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High School Lesson Plans

Goals:

High School Students of all Levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Gain helpful knowledge about Mexican Folk Art.
- Gain experience in making art with using clay as a medium

Texas High School TEKS:

Art Level I, Level II, Level III, and Level IV

Art I:

- §117.302.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / B / C / D / E / F
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - communicate a variety of applications for design solutions;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;

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- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- collaborate to create original works of art;
- demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- §117.302.c.3.A / B / C / D
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - collaborate on community-based art projects;
 - compare and contrast career and avocational opportunities in art.
- §117.302.c.4.A / B / C / D
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Art II:

- §117.303.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;
 - identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;
 - identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks;
 - explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.

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- §117.303.c.2.A / B / C / D / E / F
 - o Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
 - select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.
- §117.303.c.3.A / B / C / D
 - o Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;
 - analyze specific characteristics in artwork from a variety of cultures;
 - collaborate on community-based art projects;
 - examine and research career, entrepreneurial, and avocational opportunities in art.
- §117.303.c.4.A / B / C / D / E
 - o Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Art III:

- §117.304.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / B / C / D / E / F
 - o Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
 - select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.304.c.3.A / B / C / D
 - o Historical and Cultural Relevance:
 - research selected historical periods, artists, general themes, trends, and styles of art;
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
 - collaborate on community-based art projects;
 - examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.

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- §117.304.c.4.A / B / C / D / E / F
 - o Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

Art IV:

- §117.305.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2.A / B / C / D / E / F
 - o Creative Expression:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;

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- use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- collaborate to create original works of art;
- create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.305.c.3.A / B / C / D
 - Historical and Cultural Relevance:
 - research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - analyze and evaluate the influence of contemporary cultures on artwork;
 - collaborate on community-based art projects;
 - examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.
- §117.305.c.4.A / B / C / D / E / F
 - Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

High School Art Activities:

Questions for High School Students:

1. Examine Heriberto Castillo Orta, *Incense Burner with San Rafael*. Identify where each element of art is located in the folk art.
2. Examine Heriberto Castillo Orta, *Incense Burner with San Rafael*. Identify where each principle of art is located in the folk art.
3. What is the significance of this piece?
4. What kind of symbols or items would you feature on your piece and why?

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Air Dry Clay, Acrylic Paint, Water, Plastic Cups, Clear Acrylic Topcoat, Colored Pencils, and Blank Paper.
- **Subject:** Art History, Ceramics, Sculpture.
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Three Days.

First Day:

- Teacher will talk about the background of this artist and the meaning behind the trees of life. The teacher can also show the students images as they speak and give the lecture. Then, the teacher can hand out blank sheets of paper and some colored pencils for the students to start on their designs. Once the students have picked out their designs the teacher will keep them for day two. Before the class ends the teacher will explain the basic use of air dry clay so that the students can prepare themselves.

Second Day:

- The teacher will bring out the designs the class has made and hand them to their students, once the students are all seated the teacher will hand out evenly distributed slabs of clay for the students to get started on. Different designs are greatly welcomed. The teacher is welcomed to monitor the class for questions or for possible clean up. Once the class is done the teacher can recycle the clay that was not used for later on if needed. The clay should not be washed down the drain unless there is a clay catcher installed. Before the end of class the teacher should place the finished sculptures in a safe location where air flow is well.

Third Day:

- On this last day the clay should already be dried and ready to be painted on. The students can pick out their own colors and patterns. Once the paint is fully dried, the students can put on a topcoat if they choose to.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Ceramics, Folk Art, Sculpture.
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Two Days

Students will be presented with the history of the sculpture and the artist on day one. Afterwards they will be instructed to write down what their own meanings of it are. On day two they will have to present their papers. The paper should only be one page long.